AMERICAN EDUCATION SECOND TO NONE?
HOW WE MUST CHANGE TO MEET 21ST CENTURY IMPERATIVES

Postsecondary Education Standards Council (PESC) Data Summit
May 1, 2013
Our heritage

• Colonial Colleges
• Jefferson’s Vision of Education for Democracy
• Lincoln’s Strategy – Opportunity for All
• The GI Bill
• The Truman Commission
The response to the Truman Commission

- Enormous enrollment growth from 1954 through 1974
- Creation of many community colleges
- Increased diversity of enrollment by gender and ethnicity
- Enormous growth of public higher education – also growth of private higher education
- Substantial increases in GDP spending in higher education
The landscape in 1954

U.S. total enrollment = 3.1 million
Higher Education Enrollment: selected years

- 1954: 3.1 M
  - 56% Enrollment in Public IHEs
  - 44% Enrollment in Non-Public

- 1975: 11.2 M
  - 79% Enrollment in Public IHEs
  - 21% Enrollment in Non-Public

- 2001: 15.9 M
  - 77% Enrollment in Public IHEs
  - 23% Enrollment in Non-Public

- 2009: 20.4 M
  - 73% Enrollment in Public IHEs
  - 27% Enrollment in Non-Public
Enrollment by gender, selected years

- 1954: 3.1 M (36% Female, 64% Male)
- 1975: 11.2 M (45% Female, 55% Male)
- 2001: 15.9 M (56% Female, 44% Male)
- 2009: 20.4 M (57% Female, 43% Male)

Total enrollment:
- 1954: 3.1 M
- 1975: 11.2 M
- 2001: 15.9 M
- 2009: 20.4 M
Enrollment of Blacks and Hispanics, selected years

- 1954: n/a
- 1975: 13% (11.2 M) Black/Hispanic, 87% (15.9 M) Other ethnicities
- 2001: 21% (20.4 M total enrollment)
- 2009: 27% (20.4 M total enrollment)
Enrollment by % of U.S. population, selected years

Total enrollment:
- 1954: 3.1 M
- 1975: 11.2 M
- 2001: 15.9 M
- 2009: 20.4 M

Enrollment as % of US Pop.:
- 1954: 2%
- 1975: 5%
- 2001: 6%
- 2009: 7%
Enrollment of 18-24 year olds, selected years

Enrollment - 18-24 year olds
Enrollment - Other ages

Total enrollment

1954: n/a
1975: 11.2 M (26%)
2001: 15.9 M (36%)
2009: 20.4 M (41%)

Enrollment - 18-24 year olds
Enrollment - Other ages

Total enrollment
What next for education in America?

• Higher Education, essential, not optional
• The standards and assessment movement
• Rethinking educational algebra
• “Disruptive innovation”
• Reinventing instruction, and
• Education turned upside down
Higher Education, essential, not optional: Employment trends by educational level

Higher Education, essential, not optional: Higher attainment levels needed for future U.S. jobs

- Graduate Degree: 7% (1973), 9% (2009), 10% (2018)
- Bachelors Degree: 9% (1973), 19% (2009), 23% (2018)
- Associates Degree: 12% (1973), 17% (2009), 17% (2018)
- Some College: 40% (1973), 31% (2009), 28% (2018)
- High School Graduates: 32% (1973), 14% (2009), 10% (2018)
- High School Dropouts: 9% (1973), 9% (2009), 10% (2018)

FIGURE 1: Workers with a high school diploma or less bore the brunt of the recession’s job losses. Job gains in the recovery are confined to those with education beyond high school.

Note: The monthly employment numbers are seasonally adjusted using the U.S. Census Bureau X-12 procedure and smoothed using four-month moving averages. The graph represents the total employment losses by education since the beginning of the recession in December 2007 to January 2010 and employment gains in recovery from January 2010 to February 2012.
Educational attainment advances:

• Economic opportunity and prosperity
• Greater capacity to address human problems:
  – Health
  – Environmental sustainability
  – International, intercultural understanding and peace
• Human happiness
Higher Education, essential, not optional: Participation gap problem

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<tr>
<th>College Participation By Achievement Test and Socioeconomic Status Quartile</th>
<th>SES Quartile</th>
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<td>Lowest</td>
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<td>Achievement Quartile</td>
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Higher Education, essential, not optional: Completion gap problem

Standards and assessment movements

- The New Standards Project to No Child Left Behind
  - The limits of one-dimensional reform strategies
- Current generation efforts:
  - Common Core State Standards
  - VSA, VFA, NSSE, CCSSE, CLA, NILOA, AHELO
- Next generation challenges:
  - Achieving authenticity, external validity, comparability, and most important ..... use!
Principles of emerging consensus

• Clear instructional objectives and intentions help both teachers and students.

• It is difficult to improve something one does not measure.

• Students, faculty, and others must find assessments authentic and credible.

• Our most cherished learning objectives — creativity, critical thinking, the ability to solve unscripted problems — are not easily measured, especially by standardized tests.
Re-thinking educational algebra

"Time is the constant, learning the variable."

"Learning is the constant, time the variable."

- Competency vs. the SCH
- Degree Qualifications Profile (DQP)
- Credit for Prior Learning
“an innovation that helps create a new market and value network, and eventually goes on to disrupt an existing market and value network (over a few years or decades), displacing an earlier technology.”

DISRUPTIVE INNOVATION:
Clayton Christensen in a nutshell

• Successful, mature high end industries continue to raise product quality and costs to serve elite customers
• Low cost, lower quality alternatives appear which attract customers not in the high end market
• Corporate culture is difficult, almost impossible to change
• Growth of lower cost business results in large market share, revenues to invest in quality enhancements, and disruption/destruction of high end industries.
• For example: WANG/Digital > Commodore 64 > PC
DISRUPTIVE INNOVATION:
How it applies to higher education

- Demand has become universal
- Costs escalating at an unsustainable rate
- Exponential growth of electronic capabilities for storing, retrieving, transmitting, and interacting with information
- Alternative, low-cost providers springing up like weeds
DISRUPTIVE INNOVATION: How it may not apply to higher education

- Education is a joint product, made through collaboration between consumers and providers; students vary in their goals, needs, and ability to contribute to joint products with their teachers.
- Knowledge and skill are unbounded in important ways.
- Difficult to automate human relationships and interactions which add essential value to education.
- For better or worse, selectivity and prestige are part of the value added.
- Despite organizational inertia, higher education is decentralized and diverse – disruptive thinking is part of the DNA.
Reinventing instruction

• Employing technology to deliver content and engage students in different physical locations

• Collaborating on curriculum to achieve higher quality, more coherence and focus, and greater clarity of learning objectives – both courses and programs

• Data bases of learning objectives and analyzing student interactions with technology to improve instructional effectiveness

• Employing “high impact” instructional practices that engage and inspire student effort and creativity

• Common theme: collaboration and teamwork
Turning education upside down

• When I was young only students failed
• Now schools fail
• Educators are not omnipotent; they need support.
• But.....they are **responsible** for
  – Leadership  
  – Creativity  
  – Overcoming obstacles

• **No excuses** – we must analyze the problems (**data analytics, process analytics, capability analytics**) and learn how to succeed. (Role of CEDS.)
A different slant on accountability

Report released
March 10, 2005

Source: National Commission on Accountability in Higher Education, URL
What is “better accountability”

- Not the status quo – Unfocused, unread, unused reporting exercises;
- Not measuring performance, rewarding performance or punishing the lack of performance;
- Not centralized bureaucracies, but

A Means of Improving Performance
Fundamentals of accountability

- Responsibility for performance and accountability is shared among teachers and learners, policy makers and educators.
- Effective accountability will be based on pride not fear, aspirations not minimum standards.
- Effective accountability will be a tool for self-discipline, not finger pointing.
Pride, not fear
Components of effective accountability

• Affirm and pursue fundamental goals
  – Public purposes more than market position

• Establish and honor a division of labor
  – Command and control is a dead end

• Focus on a few priorities
  – No focus, no progress

• Measure results, respond to evidence
  – Elementary Baldrige
In conclusion

• “History is a nightmare from which I am trying to awake.”  James Joyce, *Ulysses* 1912

• “History becomes more and more a race between education and catastrophe.”  H.G. Wells, *An Outline of History*, 1920

• “The occasion is piled high with difficulty, and we must rise with the occasion. As our case is new, so we must think anew and act anew.”  Abraham Lincoln, *Annual Message to Congress*, December 1, 1962
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